**III. Implementation Plan**

Commitment to sustainability through use of district facilitator – The TRC project will employ a .5 FTE Facilitator who will be responsible for all duties of the project facilitator as outlined by KSDE. All project activities will be aimed toward the goal of firmly establishing the TRC project at Franklin so it can not only continue, but also continue to grow as the core of culture change for the entire school.

Description of Facilitator experience and qualifications – The facilitator will be Jenny Gridley who currently serves WPS as the grant facilitator for a Phase 7 and Phase 8e TRC grant. She has served as Grant Facilitator on 5 TRC projects. She is a certified TRC trainer and brings a wealth of knowledge, experience and skill into the project.

She earned her B. S. in Elementary Education, an M.S. degree in Curriculum and Instruction, and an ESL endorsement from Wichita State University. Jenny is currently completing her eleventh year in education and has taught elementary school for six of those years. She brings not only practical classroom expertise but a deep knowledge and practiced ability with technology and technology integration that can be shared with the Technology Rich Classroom teachers and the entire school community. As the grant facilitator, she lends an especially practical perspective to the project and work of the Technology Rich Classroom Leadership team. “As a former classroom teacher and grant facilitator for five previous Technology Rich Classroom grants, I know many effective strategies for implementing technology in the classroom and am excited to share them with the participating teachers. I have the ability and enthusiasm to help them grow as teachers and individuals. I am excited for the opportunity to participate on both the Leadership and Implementation teams to support this project.”

How facilitator will provide professional learning opportunities, technology leadership, classroom-level support and job-embedded professional development for teachers –

Ms Gridley will work with the participating teachers 2 ½ days a week. . During the reoccurring professional development and/or weekly meetings with each teacher, the facilitator will provide that just in time learning that is needed for effective learning. Teachers will have the ability and tools to make a direct connection between theory and practice within the core content areas and technology integration. The facilitator will support teachers at the classroom-level by providing modeling of technology and/or content area instruction. She will also be there as a safety net when the teachers try new forms of instruction (project-based learning as well as technology integration). Ms. Gridley will periodically correspond with district leadership to keep them aware of the progress of the project.

Estimation of Facilitator Weekly Schedule: The facilitator has 5 years of experience with implementation of TRC grants and has found the following schedule to be effective in providing .5 FTE to the successful implementation of the project.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day of the Week: | Monday | Tuesday | Wednesday | Thursday | Friday |
| Kathy  Abdul-hameed | *AM 4 hrs in teacher classroom (helping support teacher; model; research; work with students)* |  |  |  |  |
| Heather  House | *PM 4 hrs in teacher classroom (helping support teacher; model; research; work with students)* |  |  |  |  |
| Lantanisha McGuire |  | *AM 4 hrs in teacher classroom (helping support teacher; model; research; work with students)* |  |  |  |
| Mallory Williams |  | *PM 4 hrs in teacher classroom (helping support teacher; model; research; work with students* |  |  |  |
| Grant Administration |  |  |  | 4 hours of TRC administrative duties. |  |
| Other Job Position  (if applicable) |  |  | Grant Facilitator Phase 8 | Grant Facilitator Phase 8  ½ day | Grant Facilitator Phase 8 |

Total number of participating classroom teachers (Note: all teachers are assigned to Franklin)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teacher Name: | | Grade Level: | Content  Area: | Email: | Phone: |
| Mallory Williams | | 4th | Reading | Mwilliams9@usd259.net |  |
| Kathy Abdul-Hameed | | 3rd | Reading | khameed@usd259.net |  |
| Heather House | | 5th | Reading | hhouse@usd259.net |  |
| Latanisha McGuire | | 5th | Reading | lmcguire@usd259.net |  |
|  |  |  |  |  |  |
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|  | |  |  |  |  |
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Narrative description of intended professional learning days

Professional Development for the teachers involved in the TRC grant will be essential to its success and its ability to make the vision a reality. With the incredible amount of information on technology in education, constructivism, and other topics, self teaching is impractical as an already overworked teacher soon becomes overwhelmed and confused with even the results of a basic Google search. It is important to have a facilitator who can provide learning in manageable portions at relevant times that can be easily and effectively implemented. Having an experienced TRC facilitator to fill that role will assure that the teachers have the knowledge and opportunities to succeed. With that success behind them, they will be eager to take the new knowledge to the classroom and beyond.

When implementing the TRC grant, the professional learning days will be used to address the vision statement of Franklin Elementary. That vision is:

*To be a caring, committed, cohesive and open-minded staff*

*who is willing to work toward a common goal.*

*Our students will take pride in personal and academic successes*

*to acquire 21st century skills while developing a love for learning.*

TRC training and support will also be designed and implemented to address Franklin’s 10 Commitments, a list of guiding principles which have set the stage for TRC by outlining the culture that the education environment staff want to be able to provide to all of its students. While these beliefs are published and continually promoted, additional assistance is needed to make more significant strides to fulfilling these commitments. Toward this end, staff is enthusiastically seeking professional development through TRC.

**Franklin 10 Commitments**

*All Staff at Franklin are Committed to…*

* Challenging students to stretch and grow
* Maintaining high expectations
* Promoting student growth and learning at appropriate instructional levels
* Promoting a positive and supportive attitude and atmosphere
* Encouraging academic success
* Building intrinsic motivation
* Doing what it takes for all students to succeed
* Providing a safe environment
* Providing consistent support for students and each other
* Promoting family engagement and obtaining stake holder support

By providing professional development that is rigorous and relevant, that has a student-centered focus and that is embedded with 21st century skills, the teachers will make the vision a reality.

Training Plan for professional learning days

|  |  |  |
| --- | --- | --- |
| Date | Time | Description |
| Aug. | 2 hrs | Preparing equipment for classrooms/discuss management plans |
| Sept. | 7.5 hrs | Grant Review; Project-Based Learning & Higher Order Thinking Skills review |
| Nov | 7.5 hrs | Preparing for the State Assessments through Project Based Teaching |
| Dec | 7.5 hrs | Web 2.0 Tools in the Reading Classroom |
| Jan | 7.5 hrs | Digital Storytelling using Web-based tools |
| April | 7.5 hrs | Celebration Preparation |
| May | 7.5 hrs | Collaborative Projects |